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ABSTRACT

Emphasizing the importance of the role of primary preventive mental health, an inservice program was designed and implemented by the Tri-County Human Services Center in rural, southwest Wisconsin to help school personnel deal with the signs and symptoms of teacher burnout. Acting on the principle that the prevention of disorders, as well as the treatment of them, is in the best interest of the community, the roleplay inservice was presented to 429 teachers and administrators in 8 school districts, in hopes that by strengthening teachers' emotional health, the program would also positively affect students by decreasing burnout symptomology that might interfere with the quality of classroom performance. Responses to evaluation questionnaires revealed that the majority of participants in the inservice indicated they were able to identify various symptoms of burnout displayed in the roleplaying, felt that the workshop was effective, and thought that it would be beneficial to themselves and their peers in dealing with stress, depression and other symptoms of burnout. (JD)

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A PRIMARY PREVENTION MODEL FOR HELPING TEACHERS DEAL WITH BURNOUT

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ABSTRACT

The author shows quantitative evidence regarding the success of an inservice for school teachers dealing with teacher burnout presented by a rural mental health center. Evidence shows that if the topic is handled sensitively that school teachers can be encouraged to discuss their own personal burnout and can learn some practical ideas about what to do about it. The majority of positive response is in regard to a particular roleplay that introduces the topic of burnout; however, other didactic and discussion techniques are utilized in the presentation. The attempt is to explain in the inservice format so that other community mental health centers could duplicate it with school districts within their own regions.

A PRIMARY PREVENTION MODEL FOR HELPING TEACHERS DEAL WITH BURNOUT

INTRODUCTION

In the Community Mental Health Act of 1963, efforts were made to incorporate consultation and education programming into the comprehensive services offered by community mental health centers. At that time, a fairly limited regime of consultation and education services was offered to schools, community groups, and private organizations. Usually these services were the work of a particularly motivated individual, either within the community or the mental health system, who recognized the importance of providing consultation and education services, in addition to the services offered to clientele already suffering emotional problems. As programs throughout the years became increasingly successful and helpful, efforts were made to formally recognize consultation and education services, resulting in the birth of the term "primary prevention". At that time, primary prevention was seen as "those actions that counteract harmful circumstances before they cause mental disorder, alcohol or drug abuse, or developmental disability and the promotion of mental and physical health" (Wisconsin Department of Health and Social Services, 1978). More recently, primary prevention encompasses "activities directed towards specifically identified, vulnerable high risk groups within the community who have not yet been labeled psychiatrically ill and for whom measures can be undertaken to avoid the onset of emotional disturbances and/or to enhance their level of positive mental health" (Goldston, 1977).

Primary prevention soon gained recognition by the United States Department of Health, Education and Welfare as an effective and accepted method of approaching psychopathology, placing it in a category with direct treatment or psychotherapy. Locally, in Wisconsin, the Wisconsin Mental Health Act included Chapter 51.42(1) for the "Provision of services to prevent or ameliorate mental disabilities, including but not limited to mental illness, mental retardation, alcoholism and drug abuse". However, despite these clear federal and state mandates, continued work was needed in convincing "the professional community" of the effectiveness of primary prevention services. In the 1970's the professional literature was replete with philosophical, financial and practical arguments against primary prevention. In 1977, Steven E. Goldston found that primary prevention was being described as "benevolent gambling" (Panzetta, 1971) "more cost than efficient" (Cumming, 1972) "a magical notion" and "an illusion" (Henderson, 1975) and "like corraling a cloud" (Isvister, 1975). Goldston then offered a clarification of primary prevention as "Neither smoke nor a cloud, nor a rosy vision of a happier tomorrow, but specific actions directed to specific populations" (Goldston, 1977).

By 1977 there was a general acceptance of primary prevention as "an idea whose time has come" (U.S. Department of HEW, 1977). However, it was cautioned that the future direction of primary preventive, programming from the federal perspective would be based on past and present actions, not on rhetorical notions of the future.

In 1980 it is not yet clear that mental health professionals committed to primary prevention have heeded this caution. Federal, state and local funding sources have not allowed primary prevention mental health programming to be weaned from

their restrictive control and accountability. Unlike primary prevention programming in the fields of medicine, economics and sociology, long range planning for the independent functioning of primary prevention programs in the field of mental health has not yet been granted - and rightfully so. Unfortunately, the axiom of 1977 that primary prevention is "an idea whose time has come" has become in 1980 "primary prevention, an idea whose time is fading fast".

The blame does not lie with federal, state, or local funding sources. Nor does it lie with adverse professional lobbying or even the lack of commitment by disinterested mental health professionals. Walt Kelly's famous comic strip character, Pogo, had the right idea when he said, "We have met the enemy and they is us".

If mental health professionals genuinely believe that primary preventive mental health is as effective in alleviating mental illness as direct treatment or psychotherapy, then it is time to begin providing more formal research to the professional community. The intention is not to undermine the need for direct services, for they are surely necessary, but to increase the professional commitment and conviction to primary preventive mental health. It is only by substantiating our claim quantitatively to those "powers that be" that we can hope to stand in equal ranks with the primary preventive programs in other fields of endeavor.

METHOD

The following description of an inservice format is offered as concrete evidence that primary preventive mental health work with school personnel can be successful in relieving some of the signs and symptoms of teacher burnout. It is a basic assumption that strengthening a teacher's emotional health through such a program will also positively affect his/her students by decreasing burnout symptomatology that might interfere with the quality of their classroom performance.

Through a descriptive research design, evidence will be presented to show the effectiveness with which this particular inservice presentation has accomplished its goals as a successful primary preventive mental health program. The goals of the teacher burnout inservice are: (1) To present the issue of burnout in the teaching population in a non-threatening way, allowing for maximum discussion and involvement with minimum risk. (2) To increase participants' ability to recognize the various signs and symptoms of burnout, thereby hoping to offer them a headstart in coping with it. (3) To provide a forum for the productive exchange of ideas regarding stress, depression and symptoms of burnout between the participants and their peers. (4) To offer the participants some practical guidelines for what can be done about personal burnout, depression and stress through ideas generated in the inservice, as well as through the use of handout materials. (5) An unstated goal of the presenters was to help deal with their own burnout by taking part in an activity different than that of their day to day routine.

Background History:

Tri-County Human Services Center is a community mental health center located in southwest Wisconsin. It serves a three county population base of approximately 75,000. Among the ten founding principles of the Tri-County Community Board is "That the prevention of disorders, as well as the treatment of them, is in the best interests of the community." In an effort to act on this founding principle,

members of the Center's Child and Adolescent Team and Community Services Team met jointly in the summer of 1979 to design a primary preventive program that would help teachers in the three county area cope with stress related to the upcoming return to school in the fall. Each member of the six person committee represented a different profession within the agency, ranging from Psychiatric Social Worker to Educational Specialist and Volunteer Coordinator. Three members of this core group were former teachers with a combined elementary, high school, and college teaching experience of over 23 years. With the help of their contributions, it was soon learned that stressful times for teachers occur not only in the beginning of the school year, but also at other certain keypoints of the school year, including holidays, ends of semester, mid-winter, and for some, the beginning of summer vacation. In fact, the core group soon realized that the teaching profession, like other "people-helping" professions, has its own built-in vulnerability to stress. By thus defining the teaching population as a "high risk" group, those teachers in the Tri-County area became the prime targets of a specifically designed primary prevention program. It was through a few preliminary meetings regarding this program that the five member core group, "The Not Ready For Anytime Players" as they came to call themselves, was formed.

Inservice Procedure:

Although it is widely accepted that the phenomenon of burnout is pervasive on different levels throughout the teaching profession, members of the inservice team felt it would be unrealistic to expect teachers to volunteer their own personal experience with burnout without some assurance of safety. It was believed that a roleplay situation in which two teachers dramatized some of the signs and symptoms of burnout would be suitable in offering the teachers some objective distance from the topic, while at the same time sensitizing them to the issue. The roleplay setting was in a high school teacher's lounge. The situation consisted of a series of five scenes, each of about three minutes in length, at key stress points throughout the school year (i.e., first day of school, end of semester, etc.). The characters were two teachers, one of whom dramatically displayed the symptoms of burnout, while the other did not. While one teacher remained fairly stable, energetic, and confident as far as attitude and performance level, the other became increasingly burned out as the school year progressed, to the point of considering a different career by the end of the school year. To further increase participant's sensitivity to the symptoms of burning out, teachers were asked to write down the various symptoms they noticed as the roleplay progressed.

Upon completion of the roleplay, teachers were asked to identify the various symptoms they observed. Some of the more classic signs exhibited by the teacher that participants noticed included increased irritability, isolation and withdrawal from friends and school activities, problem drinking, eventual self-doubt as a teacher, somatization, and sleeping and eating disturbances. Participants were then divided into three smaller groups and given the following tasks: Group A was to identify what the teacher suffering from burnout could have done for himself to prevent reaching a severe level of burnout. Group B was to explore what the second teacher (the one not burning out) could have done to help his peer in dealing with his burnout. Group C was assigned the task of listing certain things the "System" could do to help prevent this teacher from burning out. The System was defined as the school environment, school administration, the community, the Board, etc.

Groups were given about 5 to 10 minutes for their assigned tasks, then asked to report their suggestions (all of which were written on large pieces of paper) to the larger group. Although general themes could be noticed from one school to the next, presenters were continually impressed by the degree to which ideas were individual to each particular school system. Discussion generated from the small groups offered the exchange of many productive and innovative ideas between participants and their peers about preventing burnout. The inservice closed with the distribution of a packet of materials about stress and tension, teacher burnout, and coping with stress. Also included in the packet was a copy of the Tri-County Human Services Center Employee Assistance Program - an agreement between staff and administration that guarantees staff the opportunity to receive appropriate services for their own emotional well-being without the threat of being relieved of their duties. Completing the packet of materials was a general brochure from Tri-County Human Services Center, a selected bibliography of books about stress and stress management, and a confidential evaluation form for participants to complete regarding the burnout inservice.

INSERT SELECTED BIBLIOGRAPHY HERE

The entire inservice lasted approximately 1½ hours.

Subjects:

The Teacher Burnout inservice reached a total of 429 teachers and administrators representing eleven different presentations in eight different school districts. Presentations began before the school year in 1979 and have continued into the spring of 1980. Although the roleplay part of the inservice was specifically directed towards high school teachers, the presenters found that presentations given to middle school and elementary school teachers were equally well-received and effective in discussing the topic. Aside from one presentation in which there were only seven participants, the remaining ten presentations included groups ranging from 12 teachers to 85, with an average of 42 per presentation.

For the most part, presentations were made during those times in which monthly inservices were being held by the particular school. Although teachers were not forced to attend the inservice, administrative personnel encouraged their attendance.

Evaluation Form:

The first two presentations were evaluated by a generic inservice form of the Tri-County Human Services Center. It was then concluded that more valid information could be obtained by a questionnaire geared specifically to the burnout inservice. The remaining presentations used the new evaluation form, which was found to accommodate much more appropriate and specific data. Of the total 429 teachers participating, 33 (7.7%) did not return the evaluation forms. The revised form employed three different questioning methods for obtaining data. Verbal rating scales were used to obtain information about the effectiveness of different parts of the inservice and overall value of the inservice. "Yes" and "No" questions were asked to assess the usefulness of the content of the inservice and explore feelings regarding the length of the inservice. Finally, open-ended questions offered participants the opportunity to comment on what they especially liked about the inservice and what they would like to have changed. There were

also opportunities on other questions to add comments should participants so desire.

RESULTS

A total of 57 teachers responded to the initial general inservice evaluation form. Of note, on this evaluation was that 100% of the respondents rated the inservice to be "satisfactory" or "very satisfactory" in regard to content of presentation, the effectiveness with which speakers communicated the topic, the method of presentation, and the feelings of how knowledgeable speakers were about the topic. An additional 92.6% of the respondents found the presentation to be "satisfactory" or "very satisfactory" in regard to the benefit of the presentation to their work area. Of most importance was that 96.5% of the respondents found the overall feeling about the value of the presentation to be "satisfactory" or "very satisfactory". In general, comments made were very positive about the effectiveness of the inservice in relaying the information and the value of the inservice in helping them deal with their own personal teaching stress.

The evaluation form more specifically geared towards the teacher burnout inservice offered more distinct data.

INSERT EVALUATION SUMMARY HERE

In assessing the effectiveness of the different parts of the inservice, the rating scales indicated that the roleplay dramatization was rated by 84.7% (n=340) of the respondents as either "effective" or "very effective". Sixty seven and six-tenths percent and 68.1% (n=339) found the small and large group discussions respectively as either "effective" or "very effective", while 90.6% and 91.4% (n=339) found the small and large group discussions respectively either "moderately effective", "effective", or "very effective". The overall value of the inservice was rated by 86.9% (n=321) of the respondents as "valuable", "quite valuable", or "very valuable". Five and six-tenths percent (n=18) of the respondents did not answer this question.

In assessing the usefulness of content of the inservice, 68.2% (n=321) reported that the inservice contained "new information", while 67.0% (n=321) felt the presentation was "useful in helping them deal with burnout in themselves or others". Notably, 78.5% (n=321) of the respondents expected the inservice packet to be useful to them. The highest rating, 96.2% (n=313) was in response to feeling there was "an opportunity to learn from fellow teachers as well as from the speakers". This question had the highest percentage (8.6%, n=313) of no respondents. Finally, a total of 89.9% (n=318) of the participants found the length of the inservice to be satisfactory.

INSERT SUMMARY OF OPEN-ENDED QUESTIONS HERE

The open-ended questions regarding what participants especially liked about the inservice indicated overwhelmingly positive responses. While the majority of the respondents especially enjoyed the roleplay skit, many others commented positively about the inservice being presented in an interesting, unthreatening way that they felt contributed to group participation. Those responding to what they would have changed to improve the inservice for the most part responded that they felt the inservice was fine the way it was. There were, however, some suggestions made about points where the inservice could have included more or less

discussion. Also, several participants requested more information about relaxing and what to do about stress when it arises.

DISCUSSION

It seems clear from the information received on the evaluations that the burnout inservice was received positively by the majority of participants. Some data was not obtained due to approximately 5% of respondents not completing both sides of the evaluation form; however, it was assumed the missing information would be consistent with the positive responses on the completed side of those forms. There was some variation between schools at different points on the evaluation form; however, it was not possible to draw any concrete conclusions about this variation. It could be bypothesized that at certain times the presenters might have varied somewhat from the overall flow of the presentation; however, efforts were made to structure the presentation so that variations were within acceptable guidelines. It seemed more likely from certain open-ended comments that certain groups may have been more or less attuned to the presentation because of the particular time it was presented. For example, particularly low responses were noted from a presentation given at the end of a school day, as opposed to those held in the morning or early afternoon during regularly scheduled monthly inservice times. Other variables such as the particular stress level of the participants as a result of system concerns (i.e., contract negotiations, etc.) or a particularly difficult school week may have contributed to certain variations. The particular time of year of the presentation, while it might have been predicted would find teachers more vulnerable to burning out, did not reflect a significant variation in the responses on the questionnaire.

Certain biases may have been incorporated into the inservice given the lightheartedness with which it was presented, and also the novelty of being able to participate in an inservice different from more traditional monthly inservices. (It was evident that often teachers attend basically didactic inservices that lacked interest and enthusiasm and afforded little opportunity to explore the personal aspects of teaching.) Also there had been successful ongoing monthly consultation from Tri-County Human Services Center to the schools in which presentations were given, and this may have contributed to possible positive bias. The presenters do believe, however, that the volume of positive evidence regarding the presentations substantiates the belief that it was in fact greatly appreciated, needed, and well-done.

Discussion of the previously outlined goals of this teacher burnout inservice might be helpful in examining the data further.

Goal #1: "To present the topic of burnout in the teaching population in a nonthreatening way, allowing for maximum discussion and involvement with minimum risk."

By far, the most universal comments from the different presentations were in reference to the enjoyment and entertainment from the burnout roleplay. It is of note that the majority of participants rated the "burning-out" roleplay as more effective than the other parts of the inservice, including the small and large group discussions. In addition, the majority of responses to the open-ended question #2 indicated that the roleplay (or "skit") was especially liked. The presenters had predicted that by introducing the signs and symptoms of teacher burnout through the use of a roleplay would be less threatening to teachers. The

idea was to desensitize teachers to their own feelings of teacher stress and burnout, and encourage them to discuss it in an objective third-person way, yet offer them opportunities to volunteer personal information about their own stress and burnout. It was felt that the willingness of teachers to discuss in the larger groups their personal symptoms of stress or burnout and what they have tried to do about it was an indication that the issue had been successfully presented in an unthreatening manner.

Goal #2: "To increase participants' ability to recognize the various signs and symptoms of burnout, thereby hoping to offer a headstart on coping with it."

There were significant positive indications on the evaluation form that the in-service contained new information for teachers and that it was useful to them in dealing with burnout in themselves and others. The majority of the evidence used to base the successful attainment of this goal was reflected in the open-ended questions as well as "a priori" evidence received during the inservice. The presenters were repeatedly impressed with the ability of participants to distinguish the various signs and symptoms exhibited by the teacher in the role-play. In fact, there were times when roleplay characters were concerned that they did not accomplish the task of dramatizing enough symptoms of burnout, and were relieved that teachers were able to pick out many of the signs and symptoms shown. The open-ended questions and comments on the evaluations included: "I saw a great deal of myself in the roleplay.:, "I was shocked.", and "Dealt with a subject that affects a lot of teachers, maybe they can realize the problem before it gets out of hand."

Goal #3: "To provide a forum for the productive exchange of ideas regarding stress, depression and symptoms of burnout between participants and their peers."

A striking 96.2% (n=313) of the respondents felt that there was an opportunity to learn from fellow teachers as well as from speakers. Because this question had the highest percent (8.6%) of no responses, one might hypothesize that certain teachers who were experiencing more severe symptoms of burnout and stress might not want to expose possible self-concept problems. Such teachers might not want to relate to their fellow teachers or respond to references to the issue on the evaluation. However, 96.2% is a significant number of respondents that did appreciate the opportunity to learn from their fellow teachers. It is assumed that for most, being able to see the universality of stress in the teaching profession (a fact which they may not have previously known), enabled them to open up to their peers more easily as the presentation continued. Also, 90.6% and 91.4% found the small and large group discussions respectfully as "moderately effective", "effective", or "very effective", indicating participants appreciation for being able to exchange ideas about burnout. There were equally revealing comments about the small and large group discussions, such as "Good chance for the exchange of ideas.", "The idea sharing was good and eye-opening.", and "I feel as if everyone was sincere and ready to help their co-workers."

Goal #4: "To offer the participants some practical guidelines for what can be done about personal burnout, depression, and stress through ideas generated in the inservice, as well as through the use of handout materials."

Only 3.4% (n=321) of the respondents indicated that they expected the content of the presentation to not be useful in dealing with burnout in themselves or others. Also, a mere 1.6% (n=321) of the respondents indicated that they expected the inservice packet not to be useful to them. This indicates strong

evidence that participants appreciated receiving some practical guidelines about what to do about their own teacher burnout. It was concluded by presenters that the small group discussion format was successful in enabling teachers to generate their own suggestions about what to do about burnout. Also, their ready participation in the large group discussion of what the teacher, the teacher's friend, and the system could do to help with burnout reflected their efforts to explore and retain practical solutions. There were many comments on the open-ended questions, indicating appreciation of the opportunity to discuss various practical suggestions about what can be done for their own personal stress. Occasional requests for additional inservices explaining more about coping with stress, relaxation techniques, and dealing with the symptoms of burnout indicated additional interest. It was felt that these requests have been specifically generated as a result of attuning participants' sensitivities to a few successful methods of dealing with stress and burnout.

Goal #5: "To alleviate the presenters' own mental health burn-out."

It should be stressed that all of the Not Ready for Anytime Players have a commitment to and are invested in primary prevention as a means of coping with mental health breakdown - not because of the need to satisfy government mandates, but because they honestly believe that it is an effective tool in preventing psychopathology. It is, therefore, very encouraging and rewarding to receive such an overwhelming positive response to the burnout inservice and to have the opportunity to discuss directly with participants the positive effect the inservice had on them. Although there is no quantitative measurement indicating such, it can be said unequivocally that the positive encouragement received during the teacher burnout inservice helped the Not Ready for Anytime Players cope with their own mental health burnout symptomatology.

CONCLUSION

This author has attempted to emphasize the seriousness of the jeopardy in which mental health primary prevention currently finds itself. Past history regarding primary preventive mental health has been too often characterized more by rhetoric than by action and commitment. "Despite the seriousness of political, economic, institutional, and professional obstacles to developing public policy for primary prevention of psychopathology, there is much we can do to overcome them" (Orkin, 1977). The weight of the responsibility lies on the shoulders of mental health practitioners for meeting the need for more quantitative research about successful primary preventive programs.

A primary prevention program addressing the syndrome of teacher burnout has been presented as an effective method of preventing teacher stress prior to such time as it becomes debilitating to the teacher and subsequently detrimental to that teacher's students, the school system, and the community at large.

Not only does the need for continued research remain, but there also remains the responsibility of mental health professionals to provide quantitative research results to "those powers that be". The success and effectiveness of primary preventive mental health as an efficient deterrent to secondary preventive psychotherapy, must be quantitatively stressed to federal, state, and local funding authorities. Additional responsibility lies in proceeding beyond one-time primary preventive involvement. Follow-up studies of a logitudinal nature are needed to continue to evaluate the effectiveness of primary prevention programs and to assess

where additional services are needed. It is only through more sophisticated research efforts that those committed to primary preventive mental health can substantiate their conviction and involvement in primary prevention programming.

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EVALUATION SUMMARY

"BURNING OUT"
Inservice for Teachers

1. How effective, for you, were the following parts of the inservice:

a. "Burning Out" role play

	09/26/79	10/15/79	12/12/79	01/09/80	01/28/80	02/21/80	03/04/80	03/14/80	04/01/80	TOTAL	n
____ Not at all effective	0	0	0	0	0	0	0	0	0	0	0
____ Somewhat effective	4.4%	0	3.7%	8.0%	2.8%	8.3%	6.9%	5.0%	0	4.7%	16
____ Moderately effective	6.7%	0	5.6%	12.0%	14.3%	0	10.3%	17.5%	7.1%	10.6%	36
____ Effective	26.7%	28.6%	57.4%	46.0%	42.9%	41.7%	41.4%	35.0%	42.9%	41.2%	140
____ Very effective	62.2%	71.4%	33.3%	34.0%	40.0%	50.0%	41.4%	42.5%	50.0%	43.5%	148
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	340
	n=45	n=7	n=54	n=50	n=35	n=12	n=29	n=80	n=28	n=340	

b. Small group discussion

____ Not at all effective	0	0	0	0	0	0	0	1.3%	0	0.3%	1
____ Somewhat effective	4.4%	0	5.6%	20.0%	11.4%	16.7%	6.9%	10.0%	0	9.1%	31
____ Moderately effective	17.8%	14.3%	22.2%	16.0%	22.9%	33.3%	31.0%	27.5%	22.2%	23.0%	78
____ Effective	64.4%	85.7%	61.1%	48.0%	57.1%	25.0%	51.7%	51.3%	55.6%	54.9%	186
____ Very effective	13.3%	0	11.1%	16.0%	8.6%	25.0%	10.3%	10.0%	22.2%	12.7%	43
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	339
	n=45	n=7	n=54	n=50	n=35	n=12	n=29	n=80	n=27	n=339	

c. Large group discussion

____ Not at all effective	2.2%	0	0	0	0	0	3.4%	1.3%	0	0.9%	3
____ Somewhat effective	8.9%	0	9.3%	8.0%	5.7%	8.3%	10.3%	8.8%	0	7.7%	26
____ Moderately effective	24.4%	0	22.2%	22.0%	37.1%	33.3%	17.2%	21.3%	22.2%	23.3%	79
____ Effective	62.2%	85.7%	64.8%	44.0%	45.7%	33.3%	51.7%	47.5%	44.4%	51.9%	176
____ Very effective	2.2%	14.3%	3.7%	26.0%	11.4%	25.0%	17.2%	21.3%	33.3%	16.2%	55
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	339
	n=45	n=7	n=54	n=50	n=35	n=12	n=29	n=80	n=27	n=339	

3. Did the inservice contain new information for you?

____ Yes	84.1%	50.0%	61.2%	81.4%	60.0%	75.0%	89.7%	46.1%	85.2%	68.2%	219
____ No	9.1%	33.3%	30.6%	9.3%	28.6%	0	10.3%	30.3%	7.4%	19.6%	63
____ Not sure	6.8%	16.7%	8.2%	9.3%	11.4%	25.0%	0	23.7%	7.4%	12.1%	39
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	321
	n=44	n=6	n=49	n=43	n=35	n=12	n=29	n=76	n=27	n=321	

5.9% no response

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4. Do you expect the content of the presentation to be useful to you in dealing with "burnout" in yourself and in others?

	09/26/79	10/15/79	12/12/79	01/09/80	01/28/80	02/21/80	03/04/80	03/14/80	04/01/80	TOTAL	n
____ Yes	65.9%	71.4%	63.3%	81.4%	76.5%	75.0%	65.5%	51.3%	81.5%	67.0%	215
____ No	4.5%	2.0%	4.0%	2.3%	5.9%	0	3.4%	3.9%	0	3.4%	11
____ Probably	29.5%	28.6%	32.7%	16.3%	17.6%	25.0%	31.0%	44.7%	18.5%	29.6%	95
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%	100.0%	321
6.2% no response	n=44	n=7	n=49	n=43	n=34	n=12	n=29	n=76	n=27	n=321	

5. Do you expect the inservice packet to be useful to you?

____ Yes	81.8%	100.0%	78.0%	86.0%	73.5%	100.0%	55.2%	72.0%	96.2%	78.5%	252
____ No	2.3%	0	0	0	0	0	3.4%	4.0%	0	1.6%	5
____ Probably	15.9%	0	22.0%	14.0%	26.5%	0	41.4%	24.0%	3.7%	19.9%	64
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	321
5.9% no response	n=44	n=7	n=50	n=43	n=34	n=12	n=29	n=75	n=27	n=321	

6. Do you feel there was an opportunity to learn from your fellow teachers as well as from speakers?

____ Yes	100.0%	100.0%	97.9%	92.9%	93.9%	100.0%	96.6%	93.2%	100.0%	96.2%	301
____ No	0	0	2.1%	7.1%	6.1%	0	3.4%	6.8%	0	3.8%	12
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	313
8.6% no response	n=42	n=7	n=48	n=42	n=33	n=12	n=29	n=73	n=27	n=313	

7. Overall, how valuable do you feel the inservice was to you?

____ Not at all valuable	0	0	0	2.3%	0	0	0	2.6%	0	0.9%	3
____ Somewhat valuable	6.8%	0	20.4%	7.0%	20.6%	0	13.8%	13.2%	7.4%	12.1%	39
____ Valuable	20.5%	28.6%	40.8%	27.9%	32.4%	0	48.3%	42.1%	25.9%	33.3%	107
____ Quite valuable	43.2%	42.9%	28.6%	39.5%	32.4%	75.0%	24.1%	28.9%	37.0%	34.9%	112
____ Very valuable	29.5%	28.6%	10.2%	23.3%	14.7%	25.0%	13.8%	13.2%	29.6%	18.7%	60
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	321
5.6% no responses	n=44	n=7	n=49	n=43	n=34	n=12	n=29	n=76	n=27	n=321	

8. Were you satisfied with the length of the inservice?

____ Yes, it was just right	100.0%	85.7%	100.0%	67.4%	91.2%	91.7%	96.6%	93.3%	92.6%	89.9%	286
____ No, it was too short	0	14.3%	0	11.6%	2.9%	8.3%	3.4%	4.0%	3.7%	4.1%	13
____ No, it was too long	0	0	0	20.9%	5.9%	0	0	2.7%	3.7%	6.0%	19
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	318
6.6% no response	n=43	n=7	n=48	n=43	n=34	n=12	n=29	n=75	n=27	n=318	

TRI-COUNTY HUMAN SERVICES CENTER

"BURNING OUT"

Inservice for Teachers

1. How effective, for you, were the following parts of the inservice:

a. "Burning Out" role play?

-Good to see people who understand and relate to our job.
-Brought out ideas effectively and in such a short time.
-Very good way to show burnout.
-Very good - I enjoyed it (I saw myself).
-Enjoyable
-Excellent role playing.
-Very good role playing.
-Could relate to the situations talked about.
* -I saw a great deal of myself in the role playing. I was shocked.
-I didn't have a burnout until just before Easter vacation.
-Well done.
-Excellent depiction of a teachers communication.
-I think this was a very good introduction. It really got us into thinking about burn-out.
-Some exaggerated but very meaningful.
-I could relate to this.
-Very effectively and interestingly portrayed.
-Relevant - concise.
-Well done.

b. Small group discussions?

-Interesting.
-Teachers are worse than students when it comes to paying attention. I hope we weren't too bad.
-Gets you thinking and chance to express your ideas.
-The idea sharing was good and eye opening.
* -First time I've been in a discussion group with H.S. teachers.
-Glad you split up seating arrangement.

c. Large group discussion?

-Good chance for exchange of ideas.
-Could have been more summarizing of important points and effective ideas.
-I feel as if everyone was sincere and ready to help their co-workers.
-Needed discussions.
-Praise of others importance.
-Not a lot of input from entire group.

2. What did you especially like about the inservice?

-The presentation of Dave & Ron V.G.
-Very well planned and presented.
-Knew what was going on.
-Relaxed, somewhat informal, not boring.
*-Group participation something that really helps me.
-Role playing.
-Role playing (plus we got away from the kids for a couple hours).
-The role playing.
-The skit with the two teachers.
-Role playing.
*-The way that no one fingerpointed and the positive attitude toward helping each other. I also thought the folder materials were good.
-Relaxed atmosphere.
-The skit routine and the variety of activities.
-The play was well presented. Brought out many good points.
-It was very meaningful.
-Role playing I could identify with.
-Informality.
-Fit everyone's needs and gave suggestions for each one.
-Useful, had ex-faculty who has ideas about teaching.
-Group participation.
-Role playing.
-The skit. The chance to sit in groups and discuss.
-Role playing was A-1.
-Very practible.
-It is nice for teachers to look and evaluate themselves.
-Role playing by the two men in the lounge.
*-Dealt with a subject that affects a lot of teachers, maybe they can realize the problem before it gets out of hand.
*-Material presented in an interesting way - play - small groups - large group discussions. So much better than a lengthy speech.
*-Identifying some problems in a group atmosphere - it seems less intimidating.
-Was informal - felt at ease!
-Role playing.
-Feel it opened up closed areas and thoughts of many teachers.
-Variety.
-Very appropriate.
-It struck at the heart of a real problem.
-Role playing.
-Role playing and sharing info from groups.
-Role play.

6. Did you feel there was an opportunity to learn from your fellow teachers as well as from speakers?

-Small groups.
*-Don't always have the time to discuss things with other teachers.
-Very good. We could use more inservices with content like this.
-It was good to mix-up the group - secondary and elementary working together.
-Maybe.

7. Overall, how valuable do you feel the inservice was to you?

-Any ideas that surfaced can make the person more aware - changes will take place even on a minor basis.

8. Were you satisfied with the length of the inservice?

-Time length was good but I think we could have used a little more group discussions as a whole.
-O.K.
-It moved along very nicely on this gorgeous fall day. Thanks so much.

9. What would you have changed to improve the inservice itself?

-More discussion from members of your staff.
-Nothing, it was very enjoyable.
-Let the blond talk longer.
-Practice relaxing ideas or cues to reduce stress when you have it.
-Very good.
-Have the teachers do some role playing also maybe some interesting points could come up for discussion.
-Give qualifications of your staff.
-Keep as is. It was excellent.
-Very enjoyable and informative.
-Women teachers with family.
-Very good.
-Nothing. I felt the program was well done.
-Nothing.
-It was very helpful and well done.
-I can't really think of anything. This is my first inservice and I was very impressed with this one.
-Perhaps more discussion of points brought up in large groups.
-Perhaps a little more information from Dave or Ron on Mental Health.
-Ask some teachers to give examples of what makes them stressful or stand up and give some.

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